

## INTEREST OF INTERMEDIATE COLLEGE STUDENTS ON VOCATIONAL COURSES

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### ABSTRACT

Vocational interest is defined as one's own pattern of preferences aptitudes, likes and dislikes, preferred in any manner, wisely or unwisely by self or by another source for a given vocational area or vocation. Therefore, the importance of the study of the present record is to help students to adjust themselves to the careers or jobs or vocations by making wise choices. Only by making right choice the student will be able to utilize his all the potentialities to the maximum extent. Thus the main importance of the study of the VIR is to measure vocational interests, to enable to pupils to select such subjects in schools which are according to their preferred vocations. Hence the researcher proposed to study on the topic, vocational interest of degree college students.

### Introduction

In India, the present-day situation, general education and vocational education are major divisions of the total education process. The term general education is used to mean the education that should prepare persons to live more intelligently as citizen and to understand and enjoy life to that end. General education implies the knowledge skills and attitudes needed by persons for successful and purposeful living. Vocational education is the education that prepares persons to work more efficiently. Vocational education implies specific education and training in the usable knowledge skill and competencies for occupations.

Vocation intersects usually during the adolescent period, the problem of deciding and preparing for a vocation represent one of the major development tasks of adolescence. Vocational choice may not be made until the individual reaches late adolescence or early adulthood, but prior to this time the individual must have been developed ideas about the function of work and attitude towards different kinds of work.

Vocational choice is mainly the result of an interaction between factors pertaining to the job and those that characterize the chooser. Great vocational psychologist like Hollander (1967), Super (1951), Harrighurst (1972) and many others consider vocational choice as a

development process over a period of time that ends in a compromise among interests, capacities, values etc., of the individual on one hand, opportunities on the other hand.

Skills in India are largely acquired through two main sources: formal training centers and the informal or hereditary mode of passing on cascading skill sets from one generation to the next. Nowadays vocational courses are becoming quite popular among youth because it is believed that taking these courses would provide more and better employment opportunities than those provided by conventional academic courses. While there remains a requirement for skilled professionals in the industry, the supply for the same is hampered by:

- High dropout rate at Secondary level: Vocational Education is presently offered at senior secondary level but the students at this level aspire for higher education.
- At present, the vocational system doesn't put much emphasis on the academic skills hence lower incidences of vertical mobility
- There is a lack of participation by private players in the field of vocational education.
- Vocationalization of education is not in line with industry needs.
- Lack of opportunities for continuous skill up-gradation.
- There is no clear provision of certifications and degrees for the un-organized/informal sector.
- Challenges faced by ITCs and ITIs are poor quality trainers, lack of flexibility and outdated infrastructure.

### **Vocational Interest**

It is observed that boys and girls begin to show concern about possible, Vocational choice and goals when they reach adolescence. Earlier unrealistic and impulsive aims give way to aspiration more directly related to their past experience. Vocational interest is influenced by the exposure given to children at home and the school. Vocational Interests or the Vocations finds "Enjoys doing".

### **Importance of the study**

It is known fact that for a man to survive he requires; some vocation order. Vocation earn his daily bread. Without the vocation usually people become dependent. In the present table vocational interest is directly related to education, education directed towards one vocation according to interest of the individual is sure to join intermediate colleges; do not know why they join the course and what next. Hence the researcher proposed to study on the title to identify the vocational interest of intermediate college students.

### Objectives of the Study:

To find out or identify the vocational interest of Degree college students and factors or circumstances influencing their choices:

- a) Gender (male & female)
- b) Stream of study (Arts & science)

### Sample

A sample is a small proportion of population selected for observation and analysis. The investigator has selected at random by sampling method taking care that the sample represents the total population. The population comprise of Intermediate college students. 3 colleges were selected. It was taken care that colleges chosen were co-educational type. The total sample was 300.

### Tool used for the study

Vocational Interest Record (VIR) DR. S.P. Kulshrestha (Retd), M.A. M.ed. P.hd., D.A.V.(pg) college Dehradun. This interest record was first developed in the year 1965, which was thoroughly revised in 1970, 1975 and 1977 by the author.

### Analysis and Interpretation

#### Hypothesis

- There would be no significant difference in the interest on vocational courses of intermediate students with respect to Gender (male and female) and Stream of Study (Arts and Science).

**Table-1- MEAN AND STANDARD DEVIATION AND 't' VALUE OF THE GENDER AND SCIENCE & ARTS STUDENTS**

Variable	Group of study	N	Mean	SD	't' Value
Gender	Male	150	75.16	6.7	7.83 \$
	Female	150	72.05	8.3	
Stream of study	Science	150	84.463	7.28	12.35 \$
	Arts	150	53.74	8.61	

\$: Significant at 0.01 level 1.97 value

For checking the vocational interest of the male and female students, the means and SD's were calculated. It was found that the mean scores of male students were 75.16 and the

mean scores of female students were 72.05. Hence, it is clear that mean scores of female students was less than that of the mean scores of male. To know whether the difference in mean scores of boys and girls was significant or not, 't' test was applied and the results were presented in table. It is clear from the table that there is a slight difference between 't' values of male and female. There is a significant difference found on the overall the calculated 't' value 7.83 was greater than the table value 0.01 at 1.97 value. Hence, the null hypothesis "that there would be no significant difference between male and female students in their vocational interest is rejected. It is concluded that there is significance difference between the male and female students in their vocational interest". The male students showed more interest on literary, executive, commercial, constructive, artistic, agriculture, persuasive fields. Whereas the female students showed more interest in scientific, social & house hold fields than male. Overall, male showed much more interest in more number of vocational fields than female students. The table also projects that there is significant difference between male and female samples on the on the vocational interest on the vocations social, house held, persuasive, literature, scientific, economic.

For checking the vocational interest of the arts and science students, the means and SD's were calculated. It was found that the mean scores of science students were 84.46 and the mean scores of arts students were 53.74. Hence, it is clear that mean scores of arts students was less than that of the mean scores of girls.

To know whether the difference in mean scores of arts and science was significant or not, the 't' test was applied and the results were presented in table. It is clear from the table that there is no significant difference between 't' values of independent fields but there is significant difference found on the sample. the calculated 't' value 12.35 was greater than the table value 0.01 at 1.97 value. Hence, the null hypothesis that there would be no significant difference between arts & science students in their vocational interest is rejected. It is concluded that there is significant difference between the arts and science students in their vocational interest". The students showed more interest on literary, commercial, agricultural fields. The table also projects that there is significant difference between arts and science students sample on the vocational interest on the vocations literacy, scientific, commercial, agriculture, social, house held. The proposed hypothesis was rejected. The results of confirms the findings of *Knill (1964)* concluded that boys and girls differed in their vocational choices.

## Conclusion

The over all sample show that the samples have high interest on literature, scientific, commercial, constructive, agriculture, house hold fields. The mean scores of the different variables also projected that gender, group of study projected high interest on the vocations like literature, commercial, scientific, agriculture, social fields. The mean scores of the gender variable show that the male students had more vocational interest than the female students vocational interest on literacy, commercial, constructive, agriculture, social fields. The mean scored of male and female arts and science students are showing that science students had more vocational interest than the arts students. They show more interest on literacy, constructive, agriculture, scientific fields.

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